Cambridge Academic English

An integrated skills course for EAP
Research study

- an interview-based longitudinal study of the experiences of 28 undergraduates at Hong Kong Polytechnic University
- A questionnaire survey completed by 3,009 first-year students

*Evans & Morrison 2011*
Ranking productive skills

**Speaking**
- speaking clearly (pronunciation)
- speaking accurately (grammar)
- communicating ideas fluently

**Writing**
- linking sentences smoothly
- using appropriate style
- using grammar correctly
Results

**Speaking**
1. speaking accurately (grammar)
2. communicating ideas fluently
3. speaking clearly (pronunciation)

**Writing**
1. using grammar correctly & linking sentences smoothly
2. using appropriate style

*Evans & Morrison 2011*
We can only use some simple words to express ourselves rather than use a large range of words with similar meanings to express ourselves.

Evans & Morrison 2011
Academic writing is the most difficult part for me because when I write sentence I find many things to do. For example I have to organise the writing and think about the grammar.

I think I want to learn more vocabulary and the grammar especially passive.

Sometimes I’ve got some ideas, but I don’t know how to write down sentences.

Intermediate level learners
These findings suggest that freshmen need particular assistance with academic writing (notably style, grammar and cohesion) and technical vocabulary …

Evans & Morrison 2011
Key issues for students

• Students are concerned about both oral and written language
• Students want to be more accurate
• Students know their language needs to be more complex and sophisticated in an academic context
• Students think better control of grammar and vocabulary will lead to greater accuracy, complexity and sophistication
An EAP grammar syllabus

• What should an EAP grammar syllabus include?
• How should this syllabus be organised?
... sentence grammar is not a good basis on which to build the syllabus framework ... (it) ignores the specific applications that grammar items such as the present perfect and modals have in academic discourse. For example, the present perfect is important in the narrative of a literature review (an academic genre) ...

Alexander, Argent & Spencer 2008
An EAP grammar syllabus

Genre or text type approach

Example:

*Text type*  
comparison & contrast

*Grammar point*  
comparative adjectives

*Uncovering EAP* McCarter & Jakes (2009)
An EAP grammar syllabus

Which genre for these grammar points?

• passives
• narrative verb forms
• noun phrases
• subordination
An EAP grammar syllabus

Grammar and academic English

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  Premodifying: coordination and hyphenation 141b
  Premodification of adjectives 141c
  Post-head elements: defining and specifying 141d
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  Hedging and impersonal constructions 146d

An EAP grammar syllabus

*Cambridge Grammar of English*
(Carter & McCarthy 2006)

- shows how grammar points can relate to different genre
- includes items found in all genre
- comprehensive
- corpus-based
Approach to language in *Cambridge Academic English*

- grammar and vocabulary contextualised
- authentic academic texts used
- academic corpus used to check language examples and to get more examples
- discovery approach
- practice of language
In early 1929, as the New Era was close to its disastrous end, America was the richest nation in the world; the richest in all history. America’s 122 million people had more real wealth and real income, both per person and in total, than the people of any other country. The higher level of real income came from the nation’s large number of natural resources, its advanced technology, the high quality of the work force and the skill and new ideas of its entrepreneurs.

Most Americans believed that the potential for the American economy to grow in the future was great indeed. They were right about the potential. The children who would increase the labor force by 12 percent within a decade had already been born. These children were healthier and were becoming better educated than their parents and grandparents. Americans had demonstrated repeatedly that with high and rising incomes they would save large amounts of money and make possible a high rate of capital formation for the economy. America had also

4  Grammar in context: past perfect

4.1  a  Read the first two paragraphs of the text in 3.2 again. What is the key point in time that is referred to? Choose the best answer.
   1  the 1920s in general
   2  1929 before the Depression
   3  1929 after the Depression

   b  Look at the verb forms in bold in sentences 1–3. They are all past perfect. What time do they refer to? Choose the best answer (a–c).
   1  The children who would increase the labor force by 12 per cent within a decade had already been born.
   2  Americans had demonstrated repeatedly that with high and rising incomes they would save large amounts of money …
   3  America had also made significant progress in the fields of science and technology and it was expected that this would continue.

   a  any time before 1900
   b  only the time period between 1920 and 1928
   c  a completed time period before 1929
c Answer the questions.
1 Do sentences 1–3 in 4.1b talk about single events or repeated events before 1929?
2 Is the following sentence correct?
   *They had sold their house before the Depression.*
3 Does it describe a single event or a repeated event?
4 The following sentence that uses the *past simple* is also correct:
   *They sold their house before the Depression.*
   What time word in both sentences makes the order of events clear?

4.2 a Complete the form of the *past perfect*:
   subject + ___________ + past ___________

b Complete the rule for the *past perfect* using the words in the box.

<table>
<thead>
<tr>
<th>events</th>
<th>then</th>
<th>choose</th>
<th>before</th>
<th>necessary</th>
<th>past (x 3)</th>
<th>single</th>
</tr>
</thead>
</table>

The 1 __________ past perfect simple is used to talk about either 2 __________ actions or repeated 3 __________ that took place in a completed time period 4 __________ another time, in other words, ‘time up to 5 __________’. If we use a time word like *before* or *after* we can 6 __________ between the 7 __________ perfect simple and the *past simple*. However, it is not always 8 __________ to use a time word with the 9 __________ perfect simple because the tense on its own makes the order of events clear.
3.3 The following paragraph continues from the sentence in 3.2. The past simple is correct for all the verb forms in italics. However, a writer can choose to use the past perfect in some of the examples. Decide in which examples the past perfect can be used.

Richard Nixon 1 was / had been President at that time. Before the 1973 crash, inflation 2 got / had got out of control and Nixon 3 decided / had decided that the United States dollar could no longer be converted into gold. Moreover, in the late 1960s and early 1970s, the US 4 spent / had spent too much money on the Vietnam War. Between January 1973 and December 1974 the US stock market 5 lost / had lost 45% of its value despite the fact 1972 6 was / had been a good year. The United Kingdom 7 was / had been also affected and 8 went / had gone into recession in 1974. By the time the crash 9 ended / had ended in late 1974, the UK stock market 10 lost / had lost 73% of its value.

3 Past perfect

3.1 The following examples are all from the academic corpus and include the verb *had* in bold. Some of the examples are past perfect, but others are not. Identify the past perfect examples.

1. The company **had** become so obsessed with price cuts that …
2. It **had** hardly any software titles available.
3. … where data only for the last 41 years was available whereas De Long **had** examined data over 100 years.
Giving youth a hand

Can a jobs crisis end up destroying the hopes of an entire generation? Even in the best of times, many young people have a hard time getting a foothold in the labour market, with youth unemployment often two to three times higher than for adults. In recessions, finding work gets tougher still.

Across the OECD area, youth unemployment rose by 4.3 percentage points over the year to June 2009, to 17.6%, which is about twice the overall average rise for all age groups. Youth unemployment is highest in Spain, with over a third of young workers now out of work there, compared with a national average of 15.8% for workers aged 25 and over. Several other countries with different kinds of labour markets, from Italy through Sweden to the US, also have youth unemployment of almost (or more than) 20%. Even in countries where well-established apprenticeship systems have traditionally promoted a smooth transition from school to work, such as Germany, Austria and Switzerland, youth unemployment has climbed sharply too.

In short, an entire generation of recent school-leavers could soon find themselves out of work for months or possibly years, and may never recover the losses in income, career prospects, and job and life satisfaction that early and prolonged unemployment can cause.
9 Vocabulary in context: language for describing trends

9.1 a Read the following extracts from the text in 8.2 and underline the key verbs that describe the trend in youth unemployment.

1 Across the OECD area, youth unemployment rose by 4.3 percentage points over the year to June 2009, to 17.6% ...
2 ... youth unemployment has climbed sharply too.

b Which extract is in the form of the present perfect focused on in Unit 2 page 34?

9.2 Complete the following table of useful language for describing trends using the words in the box.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Climbed</th>
<th>Decreased</th>
<th>Downward</th>
<th>Dramatically</th>
<th>Increase</th>
<th>Lowest</th>
<th>Steady</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>(e.g. youth unemployment)</th>
<th><strong>Verbs</strong></th>
<th><strong>Adverb</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rose</td>
<td>slightly</td>
</tr>
<tr>
<td></td>
<td>increased</td>
<td>slowly</td>
</tr>
<tr>
<td></td>
<td>fell</td>
<td>steadily</td>
</tr>
<tr>
<td>1 <strong>climbed</strong></td>
<td></td>
<td>suddenly</td>
</tr>
<tr>
<td>2 ____________</td>
<td></td>
<td>gradually</td>
</tr>
<tr>
<td>3 ____________</td>
<td></td>
<td>sharply</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>minimal</td>
<td>drop</td>
</tr>
<tr>
<td>slight</td>
<td>fail</td>
</tr>
<tr>
<td>slow</td>
<td>decrease</td>
</tr>
<tr>
<td>gradual</td>
<td>rise</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>sudden</td>
<td>climb</td>
</tr>
<tr>
<td>dramatic</td>
<td></td>
</tr>
<tr>
<td>sharp</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the start / ____________</th>
<th>of a(n) upward / ____________ trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>it reached the highest / ____________ point</td>
<td></td>
</tr>
</tbody>
</table>
Research shows that the verb forms of increase and decrease are almost twice as frequent in written academic English than the noun forms. When verbs are followed by a number or a percentage, the preposition by is used. For example:

In the period of time investigated, USA’s imports have increased by 1.3 trillion US$ ...

The following examples are errors made by other learners. In each example, the learner should have used the preposition by instead of the word in bold.

They have increased a 20% compared to last year’s ....
The amount spent on staff travel has increased of £100 ...
9.5 Look at the graph showing lost output during the Great Depression. Complete the description of it using the language from 9.2. Put one word only in each gap. For some gaps more than one choice of word is possible.

Lost Output: Potential GNP Minus Actual

billions of dollars

<table>
<thead>
<tr>
<th>1929</th>
<th>1930</th>
<th>1931</th>
<th>1932</th>
<th>1933</th>
<th>1934</th>
<th>1935</th>
<th>1936</th>
<th>1937</th>
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<td>10</td>
<td>11</td>
<td>12</td>
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</tbody>
</table>


The graph above shows variations in the lost output of the American economy during the Great Depression. This was measured by subtracting actual Gross National Product (GNP) from the potential output of the economy between 1929 and 1941. From 1929 there was a 1 _______ 2 ________, 3 ________, output until 1933 when it reached the 4 ________, 5 ________, with a figure of 44.7 billion dollars. Between 1933 and 1937 lost output 6 ________, 7 ________, but 8 ________ again 9 ________ in 1938. From the beginning of World War II, there was 10 ________, 11 ________, 12 ________ in lost output.
9.6 Write a short report on youth unemployment in your country. Try to find recent statistics that you can use in the report.
• Explicit focus on grammar and vocabulary
• Contextualisation in authentic academic texts
• Cognitively engaging discovery tasks
• Corpus-informed focus on language
Cambridge Academic English: other key features

- **Integrated skills work**

<table>
<thead>
<tr>
<th>Unit 3 Indications and trends</th>
<th>Reading</th>
<th>Listening and Speaking</th>
<th>Writing</th>
</tr>
</thead>
</table>
| Page 42                       | Deciding what to read for an essay  
Approaches to note-taking 1  
Grammar in context: past perfect | Planning the main paragraphs of an essay  
Writing a short report  
Vocabulary in context: language for describing trends | Giving advice  
Asking for help |
Cambridge Academic English: other key features

• Encourages independent learning through Study Tips

Study tip When making notes you can use abbreviations. For example, American can be abbreviated to US. You can also create your own abbreviations based on your knowledge of the topic. For example, the Great Depression could be abbreviated to GD, and decrease could be a downward arrow (↓).
Cambridge Academic English: other key features

- Develops awareness of disciplinary differences

🎓 Focus on your subject When you are making notes from your own reading are there specific note-taking systems for your subject? Alternatively, can you create your own system?
• **Authentic academic discourse including real filmed lectures on DVD**

3.2 (D.1) Watch four extracts from the lecture without sound. Observe Dr Hunt’s gestures and body position and match each extract to descriptions 1–4.

Extract A _____
Extract B _____
Extract C _____
Extract D _____

1. Dr Hunt is asking the audience a direct question.
2. He is outlining some key questions that will be answered in the lecture.
3. He is giving a practical example of a point that he is making.
4. He is describing some kind of process that involves something going up and down.
Cambridge Academic English: key features

• Comprehensive language coverage
• Integration of language and skills
• Integrated skills work
• Corpus informed
• Encourages independent learning
• Develops awareness of disciplinary difference
• Authentic academic discourse
Cambridge Academic English: levels

Book 1
• intermediate, B1+, e.g. foundation programmes
IELTS 4.5 → 5 / 5.5

Book 2
• upper-intermediate, B2+, e.g. pre-sessional programme
IELTS 5 → 5.5 / 6

Book 3
• advanced, C1+, e.g. in-sessional; academics
IELTS 5.5 → 6 / 6.5
Cambridge Academic English: components

- Student’s Book
- Teacher’s Book
- Class Audio CD
- DVD
- Free extra video lectures and worksheets on CUP website
Cambridge Academic English: organisation

10 units: reading, speaking & listening, writing, grammar & vocabulary

5 units: listening to lectures & seminar skills
Cambridge Academic English
An integrated skills course for EAP
Student’s Book
Intermediate
Craig Thaine
Consultant: Michael McCarthy

Cambridge Academic English
An integrated skills course for EAP
Student’s Book
Upper Intermediate
Martin Hawings
Consultant: Michael McCarthy

Cambridge Academic English
An integrated skills course for EAP
Student’s Book
Advanced
Martin Hawings and Craig Thaine
Consultant: Michael McCarthy